

**Texas Education Agency  
Standard Application System (SAS)**

<b>2014-2016 Technology Lending Program Grant</b>		
<b>Program authority:</b>	General Appropriations Act, Article III, Rider 8, 83rd Texas Legislature; TEC, Chapter 31, Section 31.021(f) and Chapter 32	<b>FOR TEA USE ONLY</b> <small>Write NOGA ID here</small>
<b>Grant period:</b>	October 1, 2014, to August 31, 2016	<div style="transform: rotate(-90deg); transform-origin: center;">             DOCUMENT CONTROL CENTER              MAY 12 PM 12:10              TEXAS EDUCATION AGENCY           </div>
<b>Application deadline:</b>	5:00 p.m. Central Time, May 13, 2014	
<b>Submittal information:</b>	<b>Four complete copies of the application, three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address:</b> Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin TX 78701-1494	
<b>Contact information:</b>	Kathy Ferguson: techlending@tea.state.tx.us; (512) 463-9400	

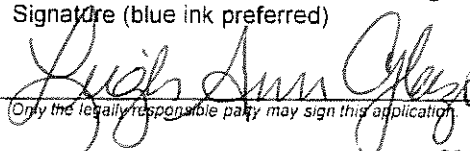
**Schedule #1—General Information**

<b>Part 1: Applicant Information</b>				
Organization name	County-District #	Campus name/#	Amendment #	
San Saba Independent School District	206-901	San Saba Elementary 206-901-101 San Saba Middle School 206-901-041		
Vendor ID #	ESC Region #	US Congressional District #	DUNS #	
74-6002257	15	11	045601713	
Mailing address		City	State	ZIP Code
808 W. Wallace		San Saba	TX	76877
<b>Primary Contact</b>				
First name	M.I.	Last name	Title	
Leigh Ann		Glaze	Superintendent	
Telephone #	Email address		FAX #	
325-372-3771	lglaze@san-saba.net		325-372-5977	
<b>Secondary Contact</b>				
First name	M.I.	Last name	Title	
Michael		Bohensky	Assistant Superintendent	
Telephone #	Email address		FAX #	
325-372-3771	mbohensky@san-saba.net		325-372-5977	
<b>Part 2: Certification and Incorporation</b>				

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

**Authorized Official:**

First name	M.I.	Last name	Title
Leigh Ann		Glaze	Superintendent
Telephone #		Email address	FAX #
325-372-3771		lglaze@san-saba.net	325-372-5977
Signature (blue ink preferred)		Date signed	


5/9/14

Only the legally responsible party may sign this application.

**701-14-107-122**

**Schedule #1—General Information (cont.)**

County-district number or vendor ID: 206-901

Amendment # (for amendments only):

**Part 3: Schedules Required for New or Amended Applications**

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8	Professional and Contracted Services (6200)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
9	Supplies and Materials (6300)	<input type="checkbox"/>	<input type="checkbox"/>
10	Other Operating Costs (6400)	<input type="checkbox"/>	<input type="checkbox"/>
11	Capital Outlay (6600/15XX)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 206-901

Amendment # (for amendments only):

**Part 1: Required Attachments**

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
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No fiscal-related attachments are required for this grant.

#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
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No program-related attachments are required for this grant.

**Part 2: Acceptance and Compliance**

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

**Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.**

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines for this grant</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.

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**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 206-901

Amendment # (for amendments only):

**Part 3: Program-Specific Provisions and Assurances**☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant assures that funds provided under the Instructional Materials Allotment (IMA) or other funding are insufficient to purchase enough lending technology for every student who needs dedicated access to a device.
4.	The applicant assures that it will provide access to lending technology and residential access to the Internet for students, including economically disadvantaged students and students with disabilities, who do not already have either the needed equipment or Internet service for learning at home.
5.	The applicant understands that equipment purchased with Technology Lending Program Grant funds is the property of the district or charter school.
6.	The applicant assures that infrastructure and technical support are adequate to support students' use of loaned equipment provided through the grant at its participating campus(es).
7.	The applicant assures that it will provide adequate staff to administer the program and ensure successful implementation.
8.	The applicant assures that it will account for the technology lending equipment in accordance with district policy for accounting for such equipment, including providing insurance when insurance is typically provided for such equipment. The applicant understands that the grant funds cannot be used to replace lost, stolen, or damaged equipment.
9.	The applicant assures that it will obtain a Technology Lending Agreement signed by the parents/guardian of each participating student and by the student participating in the program, including an assurance of student's mastery of the grade-appropriate Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills.
10.	The applicant assures that it has an approved 2013-2014 district technology plan on file with TEA. The applicant understands that if an approved 2013-2014 district technology plan is not on file with TEA at the time the application is submitted to TEA on the application due date, the application is not eligible to be funded.
11.	The applicants assures that it is at Developing or higher Level of Progress in Teaching and Learning and in Educator Preparation in their Texas Campus School Technology and Readiness (STaR Chart) report for the 2012-2013 school year.
11.	The applicant assures that technology lending and use of electronic instructional materials are incorporated into school district or open-enrollment charter school's technology plan.
12.	The applicant assures that appropriate professional development has already been provided for teachers in the use of digital content or that appropriate professional development will be provided within the first three months of the grant period (i.e., October 1, 2014-December 31, 2014) to be prepared for the grant implementation.
13.	The applicant assures that a minimum of 50% of the funds awarded will be spent within the first four months of the grant period (i.e., October 1, 2014-February 1, 2015), and that 100% of the funds will be expended no later than the end of the 1 <sup>st</sup> year of the grant period (i.e. August 31, 2015) to ensure full program implementation through August 31, 2016.
14.	The applicant agrees to collect and report the data for the performance measures stated in the Program Guidelines under Program Evaluation. The applicant assures it will develop appropriate systems and processes to collect and report the required data.

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By TEA staff person:

**Schedule #5—Program Executive Summary**

County-district number or vendor ID: 206-901

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

**Program Overview** San Saba ISD is seeking a Technology Lending Program grant to *expand the existing Apple device lending program* that is in place at the elementary campus and the middle school campus. This grant will directly benefit 3<sup>rd</sup>-4<sup>th</sup> graders and the elementary and 5<sup>th</sup> graders at the middle school campus; however, the grant will specifically target large percentages of students who are economically disadvantaged, at-risk and have learning disabilities, and are identified as ESL/LEP students. With a diverse student population, this lending program is designed to serve individual student needs and NOT be a one-size-fits-all project. *The goal of the project is to provide 3<sup>rd</sup>- 5<sup>th</sup> graders with on-demand, 24/7 access to technology at school and at home so students can receive individualized learning that will lead to academic success.* This goal directly relates to the educational goal of San Saba ISD to "develop productive, successful citizens, one child at time." Student development is our focus and implementing a technology lending program in 3<sup>rd</sup>-5<sup>th</sup> grade will extend individualized learning into the home.

**Budget** San Saba ISD is seeking grant funds to use technology as a tool to empower every 3<sup>rd</sup>- 5<sup>th</sup> grade student with the knowledge and skills necessary for academic success. The Technology Team developed a comprehensive budget in the amount of \$99,712, which is based upon the needs of the 3<sup>rd</sup>-5<sup>th</sup> grade students. 128 iPads will be purchased for the 3<sup>rd</sup>-5<sup>th</sup> grade lending program. The iPads will be used with TEKS aligned and research-based digital instructional materials to provide students with individualized and differentiated instruction. This integration of technology will support the diverse learning needs of large percentages of economically disadvantaged, at-risk, ESL/LEP and students with disabilities. In addition to purchasing iPads, the district will purchase wireless routers and an AT&T data plan so the students can use the iPads at home for on-demand, anytime, anywhere extended learning. The district will use local insurance to insure the iPads in case they are lost, damaged, or stolen.

**San Saba ISD Demographics** San Saba ISD is located near the geographical center of Texas in the small community of San Saba. San Saba is located 65 miles away from a city with a population of 50,000 or more, making San Saba not only rural but "remote and isolated" as defined by the National Rural Education Association. The district includes a PreK-4 elementary campus; a 5<sup>th</sup>—8<sup>th</sup> grade middle school campus; and 9<sup>th</sup> -12<sup>th</sup> grade high school campus. There are high levels of student and community poverty as 61% of the PreK—12<sup>th</sup> grade students are economically disadvantaged, qualify for free/reduced meals and are living in poverty based upon their families household income. Ethnically, San Saba ISD is diverse with 49% White and 50% Hispanics. Academically, an overwhelming 42% of the students are identified as at-risk and 13% of the students are Limited English Proficient or English is their Second Language. With these high percentages the district finds glaring discrepancies in state assessment scores when you compare sub-groups of economically disadvantaged, special education and minority students to their white counterparts who are not in subgroups.

**Needs Assessment Process** The districts' Technology Team conducted a thorough and comprehensive needs assessment before developing this grant application. They collected and analyzed data from each of the 3 campuses to pinpoint strengths and weakness and identify specific needs:

- Student demographics
- Student academic achievement
- Technology Resources at school and home
- Professional development

Using this data, the Technology Team prioritized campuses, grade levels and subject areas. They also developed the lending project goals, activities and budget.

**Management Plan** The San Saba Apple Lending Project has a well thought-out and carefully-constructed management plan. Our Superintendent will have final oversight and decision-making over the program. She will meet with the campus principals, technology director and business manager on a regular basis to ensure the project is being implemented on-time, within budget and according to fidelity. The Assistant Superintendent will serve as the Project Director. He and the elementary and middle school campus principal will conduct numerous classroom observations and review lesson plans to ensure teachers are integrating the iPads, online curriculum and resources, and Internet into the instructional process. The Technology Director will purchase iPads, the data plan, and verify they are added to the existing insurance. She will help organize the 3<sup>rd</sup>-5<sup>th</sup> Grade "iPad Roll Out." She will ensure all digital instructional materials are accessible at school and through the loaned iPads. She will ensure the iPads are interoperable with other technology components in the classroom, throughout the school campus, and at home. She will manage the local WiFi network, be responsible for maintaining and accounting for all equipment, and provide the teachers and students with ongoing technical and pedagogical support.

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**Schedule #5—Program Executive Summary (cont.)**

County-district number or vendor ID: 206-901

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

The Business Manager will be responsible for the financial management of the grant. He will maintain all financial records according to local and TEA guidelines. The Technology Team (district and campus administrators, teachers, parents, community members) will conduct the project evaluation.

**Project Evaluation** The Technology Team will collect qualitative and quantitative data to determine the extent to which the activities of the project are being implemented as planned; how effective the activities are in meeting the stated goals and objectives; and what impact the lending project is having on the program participants. Based upon data they will make recommendations related to the San Saba ISD Apple Lending Project.

**Statutory Requirements** Throughout the application San Saba addresses the 2 statutory requirements.

**Requirement 1:** how applicant will use funds to implement or enhance a technology lending program to loan students the equipment necessary to access and use electronic instructional materials. San Saba will use grant funds to purchase iPads to expand the existing technology lending program into 3<sup>rd</sup> - 5<sup>th</sup> grade. The iPads will be checked out for home use to access the Internet and electronic instructional materials so students can access the same online core curriculum they use while at school. **Requirement 2:** Use of Instructional Materials Allotment (IMA) and other funding sources to ensure students have dedicated access to a technology device. San Saba ISD has used a Vision 2020 grant to implement a 1:1 Apple laptops lending program for the high school and a Target Tech in Technology (T3) grant to implement a small scale Apple lending program in the middle school. Our intentions are to use the 2014-16 Technology Lending Program grant to provide 3<sup>rd</sup>- 5<sup>th</sup> graders with dedicated access to an iPad and online instructional materials. Our district uses IMA funds to purchase digital electronic instructional materials. Other funding sources for technology include REAP funds, E-Rate, local tax revenues, Texas Technology Allotment, Title I, Part A; Title II, Part A; and Title II, Part D funds and compensatory funds.

**TEA Requirements** San Saba will adhere to the 11 TEA requirements (further noted in **bold**) specifically, the **goal of this project is to provide students with on-demand, 24/7 access to technology at school and at home so students can receive individualized learning that will lead to academic success with priority** focused on 3<sup>rd</sup>-- 5<sup>th</sup> grade and the core curriculum subjects areas of math, science, reading, and ELA. The use of iPads and lending program will **align** with the online curriculum, the technology-driven instruction, and a 21<sup>st</sup> century classroom management. The students will use the iPads to access math, science, reading and ELA core and supplemental curriculum **electronic instructional materials**. The teachers have participated in technology-based **professional development** related to the use of Apple devices, technology-driven instruction and the use of electronic instructional materials. Though the professional development has occurred teachers continue to participate in professional development programs like Apple professional development and Project Share using non-grant funds. Both campuses have a robust **technology infrastructure** including a local area network with Cat 5 wiring, hubs, switches and routers and a direct connection to the Internet. The entire campus including the library, common areas, classrooms and offices are Internet-ready through wired connections and numerous wireless access points (WiFi). The iPads will come equipped with WiFi and 3G/4G **Internet Access** so students can have on-demand access while at home. The Technology Director will provide ongoing **tech support** to both the teachers and students. She will teach them how to use the device, will troubleshoot, and keep the iPads in proper working condition with up-to-date operating software and to ensure students do not visit inappropriate websites. The 3<sup>rd</sup>-5<sup>th</sup> grade teachers will be responsible for **checking-out and checking-in the iPads**. The Technology Director will adhere to district policies to **account for the technology**. Finally, students and their parents/guardian must sign a Technology Lending Agreement, which also must verify that students receiving Internet Access at home have demonstrated grade level mastery of the Digital Citizenship strand of the Technology Applications TEKS. It's important to note that we are **committed** to a technology lending program now and in the future. Through federal, state and local funding, we will expand the technology lending program into other grades and subject areas.

**Grant-Specific Criteria** The San Saba Apple Lending Project meets the following grant-specific criteria: More than one campus (Elementary and Middle School) will participate (4 pts); One or more campuses (Elementary, Middle and High School) has an established technology lending program (4 pts); and One or more campuses (Elementary, Middle, and High School) is using electronic instructional materials in more than one foundation curriculum subject area (ELA, math, science, writing, reading, and social studies) (2 pts).

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**Schedule #6—Program Budget Summary**

County-district number or vendor ID: 206-901			Amendment # (for amendments only):		
Program authority: General Appropriations Act, Article III, Rider 8, 83rd Texas Legislature; Texas Education Code, Chapter 31, Section 31.021(f) and Chapter 32					
Grant period: October 1, 2014, to August 31, 2016			Fund code: 410		
<b>Budget Summary</b>					
Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #8	Professional and Contracted Services (6200)	6200	\$30,720	\$0	\$30,720
Schedule #9	Supplies and Materials (6300)	6300	\$0	\$0	\$0
Schedule #10	Other Operating Costs (6400)	6400	\$0	\$0	\$0
Schedule #11	Capital Outlay (6600/15XX)	6600/ 15XX	\$68,992	\$0	\$68,992
Total direct costs:			\$99,712	\$0	\$99,712
Percentage% indirect costs (see note):			N/A	\$0	\$99,712
Grand total of budgeted costs (add all entries in each column):			<b>\$99,712</b>	<b>\$0</b>	<b>\$99,712</b>
<b>Administrative Cost Calculation</b>					
Enter the total grant amount requested:					\$99,712
Percentage limit on administrative costs established for the program (15%):					× .15
Multiply and round down to the nearest whole dollar. Enter the result.					\$14,957
This is the maximum amount allowable for administrative costs, including indirect costs:					

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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**Schedule #8—Professional and Contracted Services (6200)**

County-district number or vendor ID: 206-901

Amendment # (for amendments only):

**NOTE:** Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land Specify purpose:	\$
6299	Contracted publication and printing costs (specific approval required only for nonprofits) Specify purpose:	\$
62XX	ESC charges as per approved cost allocation plan, such as internal service fund. To be completed by ESC only when ESC is the applicant. Check all that apply: <input type="checkbox"/> Salaries/benefits <input type="checkbox"/> Other: <input type="checkbox"/> Networking (LAN) <input type="checkbox"/> Other: <input type="checkbox"/> Computer/office equipment lease <input type="checkbox"/> Other: <input type="checkbox"/> Building use <input type="checkbox"/> Other: <input type="checkbox"/> Copier/duplication services <input type="checkbox"/> Other: <input type="checkbox"/> Telephone <input type="checkbox"/> Other: <input type="checkbox"/> Administrative <input type="checkbox"/> Other:	\$
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$

**Professional Services, Contracted Services, or Subgrants Less Than \$10,000**

#	Description of Service and Purpose	Check If Subgrant	Grant Amount Budgeted
1		<input type="checkbox"/>	\$
2		<input type="checkbox"/>	\$
3		<input type="checkbox"/>	\$
4		<input type="checkbox"/>	\$
5		<input type="checkbox"/>	\$
6		<input type="checkbox"/>	\$
7		<input type="checkbox"/>	\$
8		<input type="checkbox"/>	\$
9		<input type="checkbox"/>	\$
10		<input type="checkbox"/>	\$
b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:			\$

**Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000**

Specify topic/purpose/service: Internet Access		<input type="checkbox"/> Yes, this is a subgrant
Describe topic/purpose/service: Home Internet access for those students who don't have Internet at home		
<b>Contractor's Cost Breakdown of Service to Be Provided</b>		<b>Grant Amount Budgeted</b>
1	Contractor's payroll costs      # of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services	\$
	Contractor's supplies and materials	\$30,720
	Contractor's other operating costs	\$
	Contractor's capital outlay (allowable for subgrants only)	\$
Total budget:		\$30,720

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**Schedule #8—Professional and Contracted Services (6200)**

County-District Number or Vendor ID: 206-901

Amendment number (for amendments only):

**Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)**

2	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	<b>Contractor's Cost Breakdown of Service to Be Provided</b>		<b>Grant Amount Budgeted</b>
	Contractor's payroll costs	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
Total budget:		\$	
3	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	<b>Contractor's Cost Breakdown of Service to Be Provided</b>		<b>Grant Amount Budgeted</b>
	Contractor's payroll costs	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
Total budget:		\$	
4	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	<b>Contractor's Cost Breakdown of Service to Be Provided</b>		<b>Grant Amount Budgeted</b>
	Contractor's payroll costs	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
Total budget:		\$	
5	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	<b>Contractor's Cost Breakdown of Service to Be Provided</b>		<b>Grant Amount Budgeted</b>
	Contractor's payroll costs	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
Total budget:		\$	

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**Schedule #8—Professional and Contracted Services (6200)**

County-District Number or Vendor ID: 206-901

Amendment number (for amendments only):

**Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)**

6	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	<b>Contractor's Cost Breakdown of Service to Be Provided</b>		<b>Grant Amount Budgeted</b>
	Contractor's payroll costs	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
Total budget:		\$	
7	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	<b>Contractor's Cost Breakdown of Service to Be Provided</b>		<b>Grant Amount Budgeted</b>
	Contractor's payroll costs	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
Total budget:		\$	
8	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	<b>Contractor's Cost Breakdown of Service to Be Provided</b>		<b>Grant Amount Budgeted</b>
	Contractor's payroll costs	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
Total budget:		\$	
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:		\$	
a. Subtotal of professional services, contracted services, and subgrant costs requiring specific approval:		\$	
b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:		\$	
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:		\$30,720	
d. Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval:		\$	
(Sum of lines a, b, c, and d) Grand total		\$30,720	

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #11—Capital Outlay (6600/15XX)**

County-District Number or Vendor ID: 206-901

Amendment number (for amendments only):

**15XX is only for use by charter schools sponsored by a nonprofit organization.**

#	Description/Purpose	Quantity	Unit Cost	Grant Amount Budgeted
<b>6669/15XX—Library Books and Media (capitalized and controlled by library)</b>				
1		N/A	N/A	\$
<b>66XX/15XX—Technology hardware, capitalized</b>				
2	iPad with carrying case	128	\$540	\$68,992
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
<b>66XX/15XX—Technology software, capitalized</b>				
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
<b>66XX/15XX—Equipment, furniture, or vehicles</b>				
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
28			\$	\$
<b>66XX/15XX—Capital expenditures for improvements to land, buildings, or equipment that materially increase their value or useful life</b>				
29				\$
<b>Grand total:</b>				<b>\$68,992</b>

For a list of unallowable costs, as well as guidance related to capital outlay, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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**Schedule #12—Demographics and Participants to Be Served with Grant Funds**

County-district number or vendor ID: 206-901

Amendment # (for amendments only):

**Part 1: Student Demographics.** Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

**Total enrollment:** 100 students in 4th--5<sup>th</sup> grade

Category	Number	Percentage	Category	Percentage
African American	0	0%	Attendance rate	96.4%
Hispanic	75	50.2%	Annual dropout rate (Gr 9-12)	N/A
White	73	49.2%	TAKS met 2011 standard, all tests (sum of all grades tested; standard accountability indicator)	71%
Asian	0	0%	TAKS commended 2011 performance, all tests (sum of all grades tested)	12%
Economically disadvantaged	102	68%	Students taking the ACT and/or SAT	N/A
Limited English proficient (LEP)	22	15%	Average SAT score (number value, not a percentage)	N/A
Disciplinary placements	3	1.9%	Average ACT score (number value, not a percentage)	N/A

**Comments**

San Saba Elementary (PreK-4) a Title 1 campus

Teachers have their own iPad to deliver instruction

There are 90 iPads for 314 students on the campus to share

44% At Risk

13% Mobility rate

Campus is Developing in the areas of Teaching and Learning and in Educator Preparation in their Texas Campus School Technology and Readiness (STaR Chart) report for the 2012-2013 school year.

San Saba Middle School (5<sup>th</sup>-8<sup>th</sup>) a Title 1 campus

Teachers have their own iPad to deliver instruction

There are 60 iPads for 187 students on the campus to share

35% At Risk

11% Mobility rate

Campus is Advanced Tech in the areas of Teaching and Learning and in Educator Preparation in their Texas Campus School Technology and Readiness (STaR Chart) report for the 2012-2013 school year.

**Part 2: Students to Be Served with Grant Funds.** Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public					49	51	50								150
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
<b>TOTAL:</b>					49	51	50								150

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**Schedule #13—Needs Assessment**

County-district number or vendor ID: 206-901

Amendment # (for amendments only):

**Part 1: Process Description.** A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The San Saba Apple Lending Project for 3<sup>rd</sup>-5<sup>th</sup> grade was developed from a comprehensive needs assessment conducted by the Technology Team (Team). They collected and analyzed data from the 2011-12 PEIMS Report and the 2011-12 Academic Excellence Indicator System (AEIS) Report for each of the 3 campuses. These reports were used to pinpoint strengths and weakness and identify and prioritize needs as related to:

- Student demographics
- Student academic achievement
- Technology resources at school and home
- Professional development

Upon completion of the needs assessment, the Team noted the following:

**Student Demographics** – Of the students enrolled in grades K-12, the 3<sup>rd</sup>–5<sup>th</sup> graders have the largest percentage of economically disadvantaged students, LEP students, at-risk students, and students with learning disabilities.

**Student Academic Achievement** – 3<sup>rd</sup>-5<sup>th</sup> graders are low performers on STAAR assessments, especially the students in subgroups (economically disadvantaged, at-risk, minority and LEP students). In reviewing the Technology Application TEKS, the Team also found that the 3<sup>rd</sup>-5<sup>th</sup> graders are NOT proficient in the Technology Applications TEKS.

**Technology Resources at School and Home** –Advanced Apple technology is in place within the campuses and a current lending program exists. There are 90 iPads in a lending program for 350 students to share at the elementary campus. There are 60 iPads in a lending program for grades 5–8 to share. At the high school campus, every student has their own Apple laptop as part of a 1:1 student to laptop ratio. All 3 campuses have a robust technology infrastructure including a local area network with Cat 5 wiring, hubs, switches and routers and a direct connection to the Internet. Within each campus the library, common areas, classrooms and offices are Internet-ready through wired connections and numerous wireless access points (WiFi). Digital instructional materials have been adopted for all of the core courses. As for the home, the high school students have their own laptop to take home, but the elementary and middle school students have to share Apple devices to checkout.

**Professional Development** – Because the district and all 3 campuses have migrated from PC's to Apple (Mac) laptops and iPads, all K-12 teachers have participated in Apple professional development activities that support teachers' knowledge, skills and capacity to fully integrate advanced technologies into curricula and instruction and use those technologies on a daily basis to 1) create new learning environments, 2) access and retrieve Internet-based learning resources to develop curricula and instructional materials; 3) teach effectively in the online environment; and 4) lead to improvements in the classroom instruction in the core academic subjects that effectively prepare students to meet challenging State academic content standards including increasing student technology literacy and student academic standards

After pinpointing strengths and weaknesses, each campus was ranked on a scale of 0-5, with 0 being "no need" and 5 being "extreme need." The elementary and middle school campus both ranked with the highest needs based upon the large percentages of economically disadvantaged, at-risk, highly mobile, ELL and minority students as well as students limited access to technology or the Internet, and their poor performance on the state STAAR test assessment. Based upon the student data, the Team developed a priority list of 5 needs to be addressed through San Saba Lending Project. The needs are as follows:

1. Increase the number of handheld devices available at the elementary and middle school campus for checkout
2. Target 3<sup>rd</sup>-5<sup>th</sup> graders who have large percentage of economically disadvantaged students, LEP students and at-risk students and those with learning disabilities.
3. Students have access to Internet and online instructional materials while at home
4. Students use technology tools to help with their specific learning needs
5. Increase students' proficiency in the Technology TEKS

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By TEA staff person:

**Schedule #13—Needs Assessment (cont.)**

County-district number or vendor ID: 206-901

Amendment # (for amendments only):

**Part 2: Alignment with Grant Goals and Objectives.** List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Increase the number of handheld devices at the elementary and middle school campus available for checkout	Technology Lending Program grant funds will be used to purchase 128 iPads designated for 3 <sup>rd</sup> -5 <sup>th</sup> grade students
2.	Target 3 <sup>rd</sup> -5 <sup>th</sup> graders who have large percentage of economically disadvantaged students, LEP students and at-risk students and those with learning disabilities.	A Technology Lending Program will reduce the academic and technological discrepancies that exist among the diverse 3 <sup>rd</sup> -5 <sup>th</sup> grade students
3.	Students have access to Internet and online instructional materials while at home	A Technology Lending Program will help to "level the playing field" for 3 <sup>rd</sup> -5 <sup>th</sup> grade students, regardless of their socio-economic status, will have 24/7 opportunities for extended learning
4.	Students use technology tools to help with their specific learning needs	A Technology Lending Program will empower 3 <sup>rd</sup> -5 <sup>th</sup> grade students, including those who are economically disadvantaged, at-risk, have learning disabilities, and are ESL learners, with the knowledge and skills necessary to address their individual learning needs
5.	Increase students' proficiency in the Technology TEKS.	A Technology Lending Program will expose 3 <sup>rd</sup> -5 <sup>th</sup> graders to rigorous, integrated digital courses, tools, resources, and support services aimed to increase the students' proficiency in the Technology Applications.

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**Schedule #14—Management Plan**

County-district number or vendor ID: 206-901

Amendment # (for amendments only):

**Part 1: Staff Qualifications.** List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	District-Level Coordinator	Superintendent, Leigh Ann Glaze, is a highly-educated and well-qualified leader who brings 21 years of educational experience to the project. She was a classroom teacher for 4 years; a Counselor for 4 years; Assistant Superintendent for 6 years; and has served as Superintendent for the past 7 years. Ms. Glaze's credentials include a Bachelor's Degree, Masters of Education in Counseling, and a Master of Education in Administration. She possesses a Mid-Management and Superintendent Certificate. She also completed a year's study at Lamar University at the Center for Educational Leadership.
2.	Project Director	Project Manager will be Michael Bohensky, a highly-educated and qualified leader. Mr. Bohensky brings 19 years of educational experience to the project. Mr. Bohensky started his career as an English teacher in which he was a classroom teacher for 7 years. Mr. Bohensky completed his principal certification and assumed administrative duties in 2002 as a Principal. He joined San Saba ISD in the summer of 2009 as the Middle School Principal. In 2011 he assumed duties as the Assistant Superintendent. Mr. Bohensky possess a Mid-Management and Superintendent Certificate.
3.	Technology Director	Technology Director, Milly Summy, has served as the Technology Director at San Saba ISD for the past 17 years. She successfully manages all aspects of the network and supports the teachers and students' use of technology.
4.	Business Manger	Business Manager, Buck Martin, has successfully managed numerous Federal and State grants with fidelity. This project will be no different.

**Part 2: Milestones and Timeline.** Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Project Management	1. Spend 50% of grant funds	10/01/2014	02/01/2015
		2. Spend 100% of grant funds	10/01/2014	08/31/2015
		3. Provide School Board with grant related reports	10/01/2014	08/31/2016
		4. File budget amendments and reports with TEA	10/01/2014	08/31/2016
2.	iPad Implementation	1. Order 128 iPads with WiFi capabilities, 3G/4G data plan and wireless routers	10/01/2014	10/31/2016
		2. iPad Rollout meeting with parents	10/01/2014	11/15/2014
		3. Student use iPads to access core and supplemental digital instructional materials and the Internet	11/16/2014	08/31/2016
3.	Extended Learning Opportunities	1. Students checkout iPads for on-demand home use to access core and supplemental digital instructional materials and the Internet	11/16/2014	08/31/2016
4.	Evaluation	1. Number and % of students who checked out iPads	10/01/2014	08/31/2016
		2. Number and % of economically disadvantaged students and students with learning disabilities in the lending program	10/01/2014	08/31/2016
		3. Number and % of economically disadvantaged students who had access to the Internet at home	10/01/2014	08/31/2016
		4. Number and names of courses using digital content	10/01/2014	08/31/2016
		5. Titles of digital materials used within courses as part of the technology lending program.	10/01/2014	08/31/2016
		7. Number and % of teachers who leveraged electronic instructional materials	10/01/2014	08/31/2016
		8. Number and % of participating students who are proficient on the Technology Applications (TEKS) for their grade level	10/01/2014	08/31/2016

**Grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.**

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**Schedule #14—Management Plan (cont.)**

County-district number or vendor ID: 206-901

Amendment # (for amendments only):

**Part 3: Feedback and Continuous Improvement.** Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Technology Team will meet monthly to determine the extent to which the San Saba Apple Lending program activities are being implemented as planned; how effective the activities are in meeting the stated goals and objectives; and what impact the project is having on the program participants. As part of the evaluation process, the Team will continuously:

- 1) Solicit feedback.
- 2) Monitor the extent to which activities of the project were implemented as planned.
- 3) Assess the effectiveness of the activities in achieving the goals and objectives of the project and in meeting performance measurements.
- 4) Monitor and assess the impact of the project activities on all participants.
- 5) Extent to which the performance targets were met.
- 6) Provide ongoing monitoring which leads to reflective thinking, program change and continuous improvement.

*Our San Saba Administrators firmly believe that no district or campus programs, activities, policies or procedures are sacred cows. All can be changed based upon the findings of student data. The Team will make adjustments to the program activities, curriculum, instruction, assessments, facilities, technology, professional development, budgeting and parent involvement as needed based on student data. All changes made at Technology Team meetings will be communicated to the teachers at monthly campus meetings. At these campus meetings, the administrators will articulate clear expectations, roles and responsibilities and keep all teachers informed of all grant timelines and activities and will solicit comments, suggestions and feedback from the teachers to ensure continuous improvement in the operation of the project. In addition to face-to-face meetings, administrators will also communicate with teachers online through emails and the San Saba website. Students and their parents will also have an opportunity to provide comments, suggestions and feedback regarding the project activities at school-sponsored meetings or through email correspondence with administrators. It is the ongoing support of the teachers, students and parents that will ensure the technology lending program initiative at the elementary and middle school is a success and can be replicated among other small, rural districts serving large percentages of economically disadvantaged, at-risk, and LEP students and students with learning disabilities.*

**Part 4: Sustainability and Commitment.** Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

San Saba ISD has an existing lending program in place that is similar to the proposed 3<sup>rd</sup>- 5<sup>th</sup> grade lending program. The existing lending program in place is a result of a commitment from the district administrators to coordinate and maximize technology-related grant funds along with federal, state, and local funding to better serve the needs of the students and faculty. In 2008, the Apple 1:1 (student to laptop) immersion and lending project was established at the high school campus with a Vision 2020 grant. In 2009 the district expanding the Apple laptop lending project by purchasing 60 iPads for a small-scale lending project in grades 5-8 using a Target Tech in Technology (T3) grant. Using Federal, state, and local funds the district purchased 90 iPads for a small-scale lending project in grades K-4. San Saba will maximize the 2014-16 Technology Lending Program grant opportunity and build upon and expand the existing Apple lending program targeting 3<sup>rd</sup>-5<sup>th</sup> grade. To ensure that the program will continue to be successful after the grant period, the district administrators will engage in thoughtful and coordinated sustainability planning process to develop plans for continuing and expanding this project to other grades and subject levels. The administrators will actively begin to look for funding sources to sustain the program over the long term, which will include an examination of what this grant initiative is trying to sustain, barriers that prevent the initiative from accomplishing its goals, fiscal constraints and available resources. The administrators will budget funds to upgrade technology, educational tools, and materials to keep pace with the educational changes, technological changes, as well as parent and community expectations. They will also allocate funding for curriculum, instruction, technology, professional development special programs, student support programs, and supplemental educational programs. They can do this because they have a long-standing history of successfully coordinating and implementing a variety of student programs and services.

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**Schedule #15—Project Evaluation**

County-district number or vendor ID: 206-901

Amendment # (for amendments only):

**Part 1: Evaluation Design.** List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Document implementation timelines – Technology Director's Report	1.	iPads ordered and available for check-out
		2.	Home Internet access available on all iPads
		3.	Online digital core curriculum assessable through iPads
2.	Document budget expenditures – Financial Reports	1.	Spend 50% of grant funds by 02/01/2015
		2.	Spend 100% of grant funds by 08/31/2015
3.	Evaluate student academic data	1.	Students improve performance on STAAR assessments by 10%
		2.	Subgroups of students improve performance on STAAR assessments by 10%
		3.	Increase the number of students who are proficient on the Technology Applications TEKS by 20%
4.	Evaluate student use of iPads – Classroom observations – iPad checkout logs	4.	Decrease the number of students identified as ESL by 20%
		1.	100% of iPads used daily at school by 3 <sup>rd</sup> - 5 <sup>th</sup> graders
		2.	100% of 3 <sup>rd</sup> -5 <sup>th</sup> graders checkout iPad for home use
		3.	Meet 1:1 student to iPad ratio in 3 <sup>rd</sup> - 5 <sup>th</sup> grade

**Part 2: Data Collection and Problem Correction.** Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Technology Team will develop a qualitative and quantitative data-gathering process for precise measurement. Data will be collected throughout the project period and will include:

- 1) Number and percent of students (by grade level) who checked out the iPads
- 2) Number and percent of economically disadvantaged students and students with learning disabilities participating in the technology lending program
- 3) Number and percent of economically disadvantaged students who had access to the Internet while at home
- 4) 1:1 ratio of technology devices to students
- 5) Number and names of courses using digital content
- 6) Titles of digital materials used within courses as part of the technology lending program grant
- 7) Number and percent of teachers who leveraged electronic instructional materials to students as a result of the technology lending program
- 8) Number and percent of participating students who demonstrate proficiency on the Technology Applications Texas Essential Knowledge and Skills (TEKS) for their grade level at the beginning and end of each year of the grant period.

San Saba agrees to collect and report the data for the performance measures stated in the Program Guidelines under Program Evaluation. San Saba will develop appropriate systems and processes to collect and report the required data.

Implementing a technology lending program means that from time-to-time, policy issues may arise that should be addressed. Possible issues will include but will not be limited to such items as transfer of students between districts, class sizes, meeting the needs of students with learning disabilities and 504 students, administering assessments, grading policies, qualification of teachers, continued staff development of teachers and administrators, and copyright laws. Issues will be identified at Technology Team meetings. The issues will then be discussed with appropriate solutions identified in a timely manner. Some changes that are made will be communicated through letters home, meetings, emails, or the district website. Other changes to policies may need to be adopted by the Board of Trustees. Program deficiencies identified by the Technology Team will be used to make modifications as necessary in the interest of successfully achieving project goals and satisfaction of all stakeholders. The Project Director will generate a final evaluation report of the successful implementation of the goals, objectives, and activities of the project on their campus.

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 206-901

Amendment # (for amendments only):

**Statutory Requirement 1:** Applicant must describe how it will use funds to implement or enhance a technology lending program to loan students the equipment necessary to access and use electronic instructional materials. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Using Technology Lending Program (TLP) grant funds in the amount of \$99,712, San Saba ISD will expand the existing technology lending program to provide dedicated handheld devices for 3<sup>rd</sup>- 5<sup>th</sup> grade. All equipment purchased through the Technology Lending Program grant funds will be the property of San Saba ISD and will include:

- \$68,992 – 128 iPads and carrying cases will be purchased for 3<sup>rd</sup>--5<sup>th</sup> grade students to use the iPads at school and at home to access digital electronic materials for project-based learning.
- \$30,720 will pay for monthly 3G/4G data plans and wireless routers so the students can access the Internet while at home.

San Sab will use existing insurance for the iPads. The insurance coverage may include accidental damage, liquid damage, theft, fire, vandalism, and natural disasters. All equipment purchased through this grant will be the sole property of San Saba ISD.

Using lessons learned from previous technology projects, San Saba developed a timeline to purchase the items on-time and within budget.

- iPads will be ordered in October 2014 and be in the hands of the students for checkout in November 2014.
- By January 2014, productivity, communication, and presentation software including word processing, spreadsheet, presentation, Internet browsing and e-mail software will allow students to use technology as a tool for project-based learning.
- Spend 50% of the grant funds by February 1, 2015.
- Spend 100% of the grant funds by August 31, 2015

It's important to note San Saba will use Technology Lending Program funds to supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. In addition, no state or local funds may will be decreased or diverted for other purposes merely because of the availability of the Technology Lending Program funds. ALL program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 206-901

Amendment # (for amendments only):

**Statutory Requirement 2:** If the applicant has already purchased, or is also purchasing, lending equipment through other funding sources such as the Instructional Materials Allotment, the applicant must describe how equipment from all funding sources will be used in a cohesive manner to support efforts to ensure students have dedicated access to a technology device. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

San Saba is not using funding through IMA to purchase lending equipment. Funds provided under the IMA are insufficient for San Saba to purchase enough lending technology for every student who needs dedicated access to a device. Instead our district is using grant funds and local funds to purchase lending equipment. In 2008, the Apple 1:1 (student to laptop) immersion and lending project was established at the high school campus with a Vision 2020 grant. In 2009 the district expanding the Apple laptop lending project by purchasing 60 iPads for a small-scale lending project in grades 5-8 using a Target Tech in Technology (T3) grant. Using Federal, state, and local funds the district purchased 60 iPads for a small-scale lending project in grades K-4. San Saba will maximize the 2014-16 Technology Lending Program grant opportunity and build upon and expand the existing lending program with dedicated iPads for 4<sup>th</sup> and 5<sup>th</sup> grade.

Though San Saba is using Technology Lending Program funds to purchase the lending equipment, it is important to note that San Saba has a successful history of coordinating and maximizing technology dollars from a variety of funding sources to better serve the needs of their teachers and students. The district will leverage funds from the TEA technology grants, E-Rate, local tax revenues, Texas Technology Allotment, the Instructional Materials Allotment (IMA), Title I, Part A; Title II, Part A; and compensatory funds. It is these funds that are used to purchase technology infrastructure, technology components for classrooms, online curriculum, and diagnostic assessments. By leveraging these funds with the Technology Lending Program funds, San Saba can put technology and digital content into the hands of students 24/7 for on-demand access to information to "develop productive, successful citizens, one child at a time," which is the District Goal of San Saba ISD.

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**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 206-901

Amendment # (for amendments only):

**TEA Program Requirement 1:** Applicant must describe how the lending program aligns with existing mission and goals of the public school district or open-enrollment charter school. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

San Saba ISD Apple Lending Program aligns with the educational goal of San Saba ISD to "develop productive, successful citizens, one child at time." The proposed 3<sup>rd</sup>- 5<sup>th</sup> grade lending program will serve individual student needs and NOT serve a one-size-fits-all project. *Through creating a 21<sup>st</sup> century learning environment with iPads for, math, science, reading, and ELA online digital instructional materials, students will receive individualized learning that will lead to academic success, specifically by:*

- "Leveling the playing field" so that every student regardless of their socio-economic status, will have access to new and extended-learning opportunities 24 hours a day, 7 days a week.
- Empowering every student, including those who are economically disadvantaged, at-risk, have learning disabilities, or ESL learners, with the knowledge and skills necessary to address their individual learning needs through integrating text, graphics, images, sound and video into the project-based enrichment lessons.
- Exposing every student to rigorous, integrated digital courses, tools, resources, and support services to increase students' proficiency in the Technology Applications TEKS.
- Reducing the academic and technological discrepancies that exist among the diverse 3<sup>rd</sup>-5<sup>th</sup> grade students using 1) innovative teaching methods that allow for great levels of student interest, inquiry, analysis, collaboration, creativity, and content production; 2) innovative technology-based teaching strategies to build technology literacy, and build background knowledge in the core curriculum areas of math, science, reading, and ELA; and 3) innovative technology-based teaching and learning strategies are aligned with State challenging standards including the core curriculum TEKS, Technology Application TEKS and STAAR assessments.

For those students who are economically disadvantaged, the lending project will provide them with the same opportunities new and extended learning opportunities at home, just as their counterparts who already have a computer and Internet at home. For those students who are at-risk, the lending project provides an opportunity for teachers to use innovative technology-based teaching and learning strategies will provide differentiated instruction for at-risk learners who are in need academic remediation at school and who can take the iPads home for enrichment activities to reinforce the skills taught during the school day. Students who are English As a Second Language/Limited English Proficient learners, the iPads will use videos, photographs, and Apple Educational Apps to motivate a student's reading, writing, listening, and speaking skills of the English language.

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By TEA staff person:

**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 206-901

Amendment # (for amendments only):

**TEA Program Requirement 2:** Applicant must describe how it will prioritize campuses with the highest need for a technology lending program. Applicant must also describe how it will ensure access to lending equipment and residential access to the Internet among students who have the greatest need. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

A comprehensive needs assessment was conducted by the Technology Team to identify and prioritize campus, grade-level and subject-area needs for the San Saba Apple lending program. The Team collected and analyzed the following data for the elementary, middle school, and high school campus:

- Student demographics
- Student academic achievement
- Technology Resources at school and home
- Professional development

Each campus was ranked on a scale of 0-5, with 0 being "no need" and 5 being "extreme need" to pinpoint strengths and weakness and to prioritize campuses. The data results are as follows:

Student access to handheld technology and other technology at school

- Elementary 5 Middle School 5 High School 1

Student access to technology at home including the Internet

- Elementary 5 Middle School 5 High School 3

Access to electronic instructional materials

- Elementary 4 Middle School 4 High School 1

Technology-related staff development

- Elementary 1 Middle School 1 High School 1

Student demographics (economically disadvantaged, at-risk, highly-mobile, English Language Learners, minorities)

- Elementary 5 Middle School 5 High School 3

Campus STaR Chart information to determine campus commitment to technology integration

- Elementary 5 Middle School 4 High School 3

Academic data (benchmarks assessments, AEIS, STAAR, AYP; attendance rates; participation in special programs; retention, completion, and discipline referrals)

- Elementary 5 Middle School 5 High School 3

Technology (in classrooms, computer labs and library, network infrastructure, digital curriculum and instructional materials, Internet access, technical support)

- Elementary 5 Middle School 4 High School 0

The elementary and middle school campus both ranked with the highest needs based upon the large percentages of economically disadvantaged, at-risk, highly mobile, ELL and minority students as well as students limited access to technology or the Internet, and their poor performance on the state STAAR test assessment. Based upon their "high-need" ranking, the elementary and middle school campus were selected to participate in the technology lending program grant.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 206-901

Amendment # (for amendments only):

**TEA Program Requirement 3:** Applicant must describe how the lending program aligns with current curriculum, instruction, and classroom management policies and/or practices on its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

This Apple Lending project was developed to align iPads with the existing technology-based instruction and online math reading, ELA and science digital curriculum that is in place. The San Saba Board of Trustees have adopted Istation, Gizmo, Accelerated Reading, Study Island, and STAAR Tutorials as the online digital curriculum as tools to help students improve academic performance in math, science, reading and ELA. Apple Educational Apps are also approved as supplemental resources for ESL students. Through the Apple lending program, the 3rd –5<sup>th</sup> grade students will have access to this same curriculum that is used during the school day. Specifically, the lending program will extend classroom learning to the home to:

- Create a 21<sup>st</sup> century learning environment at home with iPads, access to the Internet and online digital instructional materials.
- Offering new and extended-learning opportunities 24 hours a day, 7 days a week.

The lending program will also extend classroom instruction to the home where students:

- Can access innovative text, graphics, images, sound and video into the project-based enrichment lessons to provide individual instruction, especially for those students with learning disabilities.
- Have access to innovative teaching methods that will allow for great levels of student interest, inquiry, analysis, collaboration, creativity, and content production.
- Can use innovative technology-based teaching strategies to build technology literacy, and build background knowledge in the core curriculum areas of math, reading, ELA and science.
- Use innovative technology-based teaching and learning strategies will provide differentiated instruction for diverse learners, some of who will need academic acceleration or remediation on a daily basis
- Can access innovative technology-based teaching and learning strategies are aligned with State challenging standards including the core curriculum TEKS, Technology Application TEKS and STAAR assessments.

The lending project, including the use of electronic instructional materials, is also aligned with and incorporated into the District approved 2013-14 Technology Plan on file with TEA.

Having a lending programs means that the classroom management policies and procedures also extend to the home. San Saba ISD School Board has approved a number of policies and procedures that are in place as part of the campus technology lending program. An Internet Policy and Acceptable Use (AU) Policy outline acceptable use of the Internet and handheld devices along with consequences for violating the policies. These policies also address classroom management with regards to the use of handheld devices and the Internet in the classroom. If a student uses their iPad for purposes other than educational, they will lose check-out privileges. Students and their parents will be required to have a printed copy of all lending programs forms and will be required to sign the forms and acknowledge they understand the rules, procedures, and consequences for not following policies and procedures. Students will be disciplined for inappropriate home-use just as they would be disciplined at school.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 206-901

Amendment # (for amendments only):

**TEA Program Requirement 4:** Applicant must describe how it is using electronic instructional materials in one or more foundation curriculum subject area(s) for one or more grade level(s). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

San Saba ISD has adopted the following online instructional materials to be used throughout grant period and beyond for the following grade levels and foundation subject areas:

Elementary Campus – 3 <sup>rd</sup> -4th Grade	Middle School Campus -- 5th Grade
Istation for reading	Gizmo for math
Gizmo for math	Accelerated Reading
Accelerated Reading	STAAR tutorials
STAAR tutorials	Study Island for reading, math, science, ELA and technology skills
Study Island for reading, math, science, ELA and technology skills	Apple Educational Apps for ESL
Apple Educational Apps for ESL	

These online instructional materials will be seamlessly integrated in the core curriculum areas of math, science, reading, and ELA so students are more engaged in their learning and are provided with:

- Lessons and units that infuse digital resources that are aligned to curriculum standards
- Digital resources related to teaching and learning across the core curriculum
- Digital resources to support problem based learning
- Digital resources to support the development of higher order thinking skills, multiple intelligences, differentiated instruction, and brain-based learning

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 206-901

Amendment # (for amendments only):

**TEA Program Requirement 5:** Applicant must describe professional development for teachers in the use of electronic instructional material that has already occurred or will occur within the first three months of the grant period (i.e., October 1, 2014-December 31, 2014) to be prepared for the grant implementation. Note: Any professional development that is provided within the grant period must be provided with non-grant funds. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The SSISD professional development framework is designed around the premise that *educators must develop new learning environments that utilize technology as a flexible tool where learning is collaborative, interactive and customized for the individual learner; and educators must fully integrate the appropriate technology and instructional materials throughout all curriculum and instruction.* The teachers at the elementary and middle school campus have completed Apple professional development related to:

- Application of digital resources related to teaching and learning across the core curriculum
- Development of classroom lessons and units that infuse digital resources that are aligned to curriculum standards
- Development of student assessment strategies that leverage technology
- Sharing of work by teachers in the training to gain feedback on design, application, challenges and opportunities
- Reflection on student learning and pedagogical implications
- Applications of digital resources to support problem based learning the classrooms
- Application of digital resources to support the development of higher order thinking skills, multiple intelligences, differentiated instruction, and brain-based learning
- Incorporation of blended approach such as the inclusion of online resources and collaboration tools for community building, ongoing support and reflection.

The Apple professional development provided the teachers with the knowledge, skills and capacity to fully integrate advanced technologies into curricula and instruction and use those technologies on a daily basis 1) to create new learning environments, 2) to access and retrieve Internet-based learning resources to develop curricula and instructional materials; 3) to use technology to communicate with parents, other teachers, principals and administrators; 4) to lead to improvements in the classroom instruction in the core academic subjects that effectively prepare students to meet challenging State academic content standards including increasing student technology literacy and student academic standards; and 5) to teach effectively in the online environment.

**TEA Program Requirement 6:** Applicant must describe how infrastructure is adequate to support students' anticipated use of devices provided through the grant at its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The iPads for the classroom and lending program will be supported with the classroom technology components and technology infrastructure components. There is a local/wide area network in place with a direct connection to the Internet in all classrooms, common areas and the library. In addition, the campuses have wireless access points throughout them school to ensure opportunities for anytime and anywhere learning with the iPads.

Having a robust technology infrastructure for teacher and student-use is very important to San Saba ISD. The district has put in place a strong technology infrastructure throughout the single-campus that includes a local area network with Cat 5 wiring, hubs, switches and routers. The Internet Service is delivered by the Internet Provider through Region 15 Education Service Center. The entire campus including the library, common areas, classrooms and offices are Internet-ready through wired connections and numerous wireless access points (WiFi). This technology infrastructure gives the students the flexibility to use their iPads anywhere on campus to access the Internet and a wide array of online information as well as the digital curriculum that has been adopted by San Saba ISD.

**Schedule #17—Responses to TEA Program Requirements (cont.)****For TEA Use Only**

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County-district number or vendor ID: 206-901	Amendment # (for amendments only):
<b>TEA Program Requirement 7:</b> Applicant must describe a plan for providing Internet access to the homes of students as needed. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.	
<p>San Saba has initially determined most students have Internet access at home. Of the 150 3rd–5<sup>th</sup> grade students surveyed, 26% did not have Internet access at home. However, San Saba will conduct another survey at the beginning of the 2014-15 school year. If a student, specifically an economically disadvantaged student, does not have Internet access, the district will contract with a 3G/4G data provider in order for the iPad to access the Internet while a student is at home. If a student lives in a rural and remote area where AT&amp;T's 3G/4G service is not accessible then the district will work directly with the students' and their parents on a case-by-case basis to determine the best way to provide the student with home access.</p> <p>It's important to note that all iPads purchased for the lending program will be come equipped with the technology needed for on-demand access to the Internet through WiFi for access while at school or 3G/4G service for Internet access while at home.</p>	
<b>TEA Program Requirement 8:</b> Applicant must describe how technical support is adequate to support students' anticipated use of devices provided through the grant at its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.	
<p>San Saba students will have comprehensive technical support through the technology director and AppleCare. The technology director will provide on-site campus technical support by maintaining the existing network; assisting teachers with technology integration; and ensuring students have anytime, anywhere access to technology and online resources.</p> <p>Not only is technology in place, but a support system as well. The students will receive infrastructure and technical support from the San Saba ISD Technology Director. The technology director is responsible for providing daily assistance on how to use, operate, and troubleshoot the laptop. The technology director will also support the students' iPads with routine maintenance and software updates to ensure successful implementation of the lending program.</p> <p>In addition to supporting students' use of iPads, the technology director is also responsible for maintenance and support of the Internet and local area network, which includes wiring, switches, hubs and routers. This includes making basic software upgrades to the infrastructure, basic troubleshooting, replacing old and obsolete equipment, and planning for future upgrades and network expansion.</p> <p>Ongoing technical support is also provided by AppleCare, which is designed for technology immersion sites. Apple understands the need for keeping iPads and other technology components in the hands of students 24/7. The AppleCare custom support provides parts and labor coverage for the iPads and a toll-free technical support, which consists of a dedicated team of agents specifically trained to meet the needs of school districts. Apple also provides school districts with the services of a designated AppleCare strategic Account Manager who provides:</p> <ul style="list-style-type: none"> <li>• Management of the implementation of the AppleCare solution</li> <li>• Oversight of the service and support solution for the duration of the contract coverage</li> <li>• Support consulting, informal device, and guidance to help avoid common support issues</li> </ul> <p>The lending program AppleCare solution also include iPad part kits, which include replacement parts like power adapters and batteries that can be easily installed by the teachers, students, or technology director.</p>	

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 206-901

Amendment # (for amendments only):

**TEA Program Requirement 9:** Applicant must describe how the grant will be administered on participating campus(es), including a description of how the check-out and check-in process will operate, who will be in charge of the check-out process, especially in cases of competing need, and the process that will be used to maintain the technology lending equipment in proper working condition. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Strong, supportive and sustained district and campus leadership is critical to implementing any project and this project will be no different. The administrators will implement the project with the shared vision, at the district and campus level, of providing comprehensive professional development, crossing the digital divide and integrating technology resources into the classroom in order to effectively prepare students for success in the 21<sup>st</sup> Century as well as meeting the recommendations in the Long-Range Plan for Technology 2006-2020.

The superintendent and Assistant Superintendent (Project Manager) will implement shared policies and procedures that encourage teachers to effectively integrate the latest innovative technology tools and practices in the classroom that are age and grade appropriate and will lead to increased student achievement. Though administrators have shared policies, district and campus administrators who have been assigned specific roles in administering the grant at San Saba Elementary and San Saba Middle School, specifically:

The Superintendent will have final oversight and decision-making over the program and will meet with the principal, technology director and business manager on a regular basis to ensure the project activities are occurring on-time and on-budget.

The Assistant Superintendent and the campus principals will conduct classroom observations and review lesson plans to ensure teachers are integrating the iPads, online curriculum and resources, and the Internet into the daily curriculum and instruction.

The Technology director will work closely with the 3<sup>rd</sup>-5<sup>th</sup> grade teachers to deploy the iPads and in the classroom. She will provide teachers and students with ongoing technical support by maintaining the existing local/wide area networks and providing teachers with technical support on how to use their iPads and access online resources anytime, anywhere.

The financial management of the grant will be the responsibility of the San Saba ISD Business Manager. He will maintain all financial according to local and TEA guidelines.

The Technology Director will have oversight of the check-out and check-in process. She will provide the 3<sup>rd</sup>- 5th grade teachers with the form to document the students' name, the date of the check-out, the serial number of the iPad, and will have a place for the student to sign the form. The 3<sup>rd</sup>- 5th grade teachers will be responsible for assigning a student an iPad using the iPad checkout form.

The procedures for maintenance of the technology lending equipment are outlined in the SSISD Internet, Acceptable Use and Technology Lending Agreement policy. Students are responsible for the general care of the iPad they have been issued. The user policy provides students and parents with guidelines for taking care of the equipment which is listed as 1) Taking Care of Your iPad; 2) Carrying iPads; 3) Screen Care for Your iPad. iPads that are broken or fail to work properly must be taken to the library. Loaner iPads may be issued to students when they leave their iPad for repair. The Technology Director will collect student iPads at the end of the year for maintenance, cleaning, and software installation.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

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Amendment # (for amendments only):

**TEA Program Requirement 10:** Applicant must describe how it will account for the technology lending equipment according to local policy, including providing insurance if appropriate. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

San Saba has established policies and procedures to inventory of each piece of technology equipment purchased. According to SSISD Board Policy (CMB Legal) the District conducts an annual physical inventory of all currently adopted instructional materials that have been requisitioned by and delivered to the District. The results of the inventory shall be recorded in the District's files. Reimbursement and/or replacement shall be made for all instructional materials determined to be lost. The accounting of the technology lending equipment will be entered into the district's centralized asset management that typically accounts for all equipment in the district. Once the equipment is ordered and received, the Technology Director will assign a tracking number to each piece of equipment through a barcode system. The asset management system keeps a record of all technology equipment. The system also holds details of service schedules, maintenance records, and other information needed on each piece of equipment. The district believes that this is an efficient and effective way to keep track of when equipment need to be replaced, fixed, or maintained. In addition, it can be extremely valuable in case of an emergency. Using TLP funds, San Saba will purchase insurance for all iPads. Since a 68% of the students are economically disadvantaged, San Saba will insure the 128 iPads for the 3rd-5th grade students. San Saba fully understands that Technology Lending Program grant funds cannot be used to replace lost, stolen or damaged equipment.

**TEA Program Requirement 11:** Applicants must describe the development and implementation of a *Technology Lending Agreement* to be signed by parents or guardians of the students and by the student. The agreement must address responsible use and care of the equipment, responsible use of the district's digital resources, and responsible use of the Internet. The agreement may incorporate an existing *Responsible Use Policy* by reference. The Technology Lending Agreement must verify that students receiving Internet access at home have a demonstrated grade level mastery of the Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills (TEKS). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

San Saba ISD has a Technology Lending Agreement in place. The agreement addresses responsible use and care of the equipment, responsible use of district's digital resources, and responsible use of the Internet. The agreement also addresses consequences for violating the agreements. The agreement requires signatures of parents/guardians of each participating students and by the student participating in the program. The agreement also has an assurance that students receiving Internet access at home have demonstrated grade level mastery of the Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills (TEKS).

In addition to a Technology Lending Agreement, we have an Internet Policy and Acceptable Use policy in place. These policies also outline acceptable use of the Internet and handheld devices along with consequences for violating the policies.

It is important to note that the district and campus administrators consider home use of a handheld mobile device and Internet access to be a privilege. If the district determines a student is using his/her iPad and Internet for purposes other than educational or outlined in the Internet Policy, Acceptable Use Policy or Technology Lending Agreement, the district reserves the right to prohibit the student from checking-out an iPad. Administrators will lead the mandatory "iPad Orientation" for parents and students. The agreements will be explained in detail to parents in both English and Spanish. Parents and students must sign the Policies and the Technology Lending Agreement before a student can check-out an iPad for extended learning at home.

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